SIT07 User Guide

Doing it Right

Industry requirements for implementing the
Tourism, Hospitality and Events Training Package (SIT07)

Tourism, Hospitality and Events Training Package

TOURISM, HOSPITALITY AND EVENTS

Training people well in the
tourism, hospitality and events industries

Foreword

This User Guide *Doing it Right* has been developed by Service Skills Australia and responds to two key industry concerns:

- The need to improve the quality of training and assessment in the tourism, hospitality and events industries.
- Industry's frustration at not being able to articulate all of its key quality requirements in the training package because of national template restrictions and the involvement of non-industry parties.

Doing it Right clearly sets out industry views and expectations about how training and assessment should occur in the tourism, hospitality and events industries. It should be used in conjunction with the endorsed SIT07 Tourism, Hospitality and Events Training Package.

Doing it Right offers trainers and assessors a useful resource with information and practical strategies that will assist them in ensuring good practice in skills and knowledge development.

It also sets out industry expectations to inform policy makers and auditors.

Industry has its own part to play in ensuring quality outcomes and effective skills development—by facilitating work placement and by pro-actively working with registered training organisations (RTOs) to develop and improve training programs.

The key message from industry is this:

> This is what the tourism, hospitality and events industries believe about quality training and assessment, here are some tools to help the training system—and now let's all work together to achieve the outcomes to which we all aspire.

John Hart and John Sweetman
Co-chairs of the Tourism, Hospitality and Events Industry Advisory Committee
Service skills Australia

As always, Service Skills welcomes your feedback and suggestions.

Contents

Industry requirements **1**

Training driven by industry demand **2**
Priority areas and skills shortages 2
Existing workers 3
Innovation and responsiveness 3

Work ready graduates **4**
Integrated delivery and assessment 5
Holistic units: When only the workplace will do 5
Selection and training of people suited to the job 6

Registered training organisations with realistic programs and business models **7**
Being realistic about what can be achieved 7
Preferred delivery pathways 7
Funding models versus industry expectations 8
Supporting school students to achieve vocational skills 8

Qualified trainers and assessors **9**
Tourism, hospitality and events industry requirements for assessors 9
Certificates III and IV in Commercial Cookery 9

Robust assessment of skills and knowledge **10**
Specific training package requirements 10
Job roles over ticks, flicks and atoms 10
Knowledge and skills 11

Contextualised training and assessment practice **12**
Pre-vocational institutional training 12
Tailoring qualifications to local industry needs 13

Additional advice for SIT07 Tourism, Hospitality and Events Training Package users **14**
Providing language, literacy and numeracy support 14

Notes **15**

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Industry requirements

This User Guide is a series of 'good practice' fact sheets, which have two objectives:

1. To clearly and unequivocally explain industry's objectives and priorities for skills development specifically linked to the Tourism, Hospitality and Events Training Package.
2. To suggest ideas and provide links to a range of tools that will assist registered training organisations, assessors and trainers to work with the training package and employers to develop industry ready graduates.

The fact sheets reflect key industry priorities:

- Training driven by industry demand
- Work ready graduates
- Selection and training of people suited to the job
- Registered training organisations with realistic programs and business models
- Qualified trainers and assessors
- Robust assessment of skills and knowledge
- Contextualised training and assessment practice

Over time, the suite of tools and resources available on the Service Skills Australia website will be expanded to include many free sample tools and ideas that share good practice examples of how quality training outcomes can be achieved.

Service Skills Australia invites all registered training organisations (RTOs) and other stakeholders to submit examples of good practice for inclusion in its bank of website resources.

Tools and resources

For all tools and resources, go to **www.serviceskills.com.au**

> Successful tourism and hospitality businesses depend first and foremost on the people at the coalface.
>
> **Workforce Development Strategy**
> Attracting and Keeping Good People in the Tourism and Hospitality Industry

Industry wants...

Training driven by industry demand

At a fundamental level, the tourism, hospitality and events industries need the skills profile of people exiting training to match the jobs on offer.

Demand is more complex than a simple numbers game. It is about the right people with the right skills for the right jobs at the right time. It is as much about existing workers as it is about new entrants. It is about balancing present needs with future directions.

Perhaps most importantly, industry wants to feel confident that the training system has clear and current data about what is needed, and that it can respond quickly and creatively to those needs.

> The challenge is greater than finding sufficient people to meet a growing market. An increasingly demanding customer will expect higher service levels
>
> **Workforce Development Strategy**
> Attracting and Keeping Good People in the Tourism and Hospitality Industry,

Priority areas and skills shortages

Industry values all of the qualifications in the training package, though at any one time there are areas of priority demand. Allied to this is an industry view that there is over training in all of the Diploma and Advanced Diploma qualifications.

The Tourism and Hospitality Workforce Development Strategy suggests a current shortage of 7000 positions with future demand for an additional 13080 positions each year for the next ten years.

> Restaurant & Catering Australia observes an acute demand for skilled employees at Certificate II and III levels in the hospitality industry
>
> **Restaurant and Catering Australia**
> Response to Skilling Australia for the Future, 2008

Systemic attrition particularly in the hospitality sectors means that there is always a demand for new entrants. For some time, there has been a shortage of skilled cooks. However, evidence suggests that these shortages are now much more broadly based.

> Within the tourism industry, DEWR estimates future job growth to be highest in the occupation areas of bar attendants, chefs, restaurant & catering managers and waiters
>
> **DEWR** 2005

Existing workers

For many years and across multiple sectors, the tourism, hospitality and events industries have called for a greater focus on skills development and recognition for existing workers. There are two key objectives:

1. More effective Recognition of Prior Learning, so that experienced workers are able to:
   - Achieve qualifications when they already have the skills.
   - Identify gaps and opportunities to gain new skills.
2. Effective existing worker training for a whole range of advanced technical skills and business skills that are a priority for the industry's prosperity.

Both of these opportunities call for creative, innovative approaches by RTOs that move beyond the way that training has traditionally been provided for tourism, hospitality and events.

Innovation and responsiveness

Technologies change, new markets emerge, different business models are created. Anecdotes abound about the inability of training to keep up with current industry practice. This represents a real challenge for RTOs and needs constant monitoring.

Some of the things that industry considers vital in achieving quality outcomes are:

- An ability and willingness to adjust programs quickly, and have the systems in place to support this, for example: frequent systemic checks for currency, teacher professional development.
- Innovative ways of providing student access to the latest technologies, for example: catering systems, new travel administration software.
- Regular and frequent updating of resources used to support training.
- Regular contact with and involvement in the activities of the key industry associations that are able to provide 'on-the-ground' intelligence about changing trends and needs.

Tools and resources

For all tools and resources, go to **www.serviceskills.com.au**

Industry wants...

Work ready graduates

Developing an employable person

What makes people employable in the tourism, hospitality and events industries?

All employers want people with great technical and customer service or sales skills, people who can think for themselves and solve problems while still following the key rules and procedures, people who can work quickly and efficiently—and of course, people who can keep learning and developing with the business.

It is industry's view that employable people can only come from training and assessment that actually reflects the workplace this demands:

- Training and assessing in the appropriate physical environment (as per each unit of competency and the Assessment Guidelines).
- Adequate up to date equipment and technology to reflect current industry practices.
- Speed and timing for tasks typical for a commercial operation.
- Productivity to reflect industry expectations.
- Integration of multiple tasks and application of multiple competencies simultaneously.
- Dealing with multiple and varied customers and team members.
- Interruptions to work typical of the workplace.
- Dealing with multiple and varied problems in given timeframes.
- Integration of health and safety issues, employability skills and compliance demands.
- Sufficient customer traffic that accurately reflects the complexity of the role and allows candidates to deal with multiple tasks simultaneously.

> Our concerns mirror those of all industry sectors – namely people are being trained in environments that bear little or no resemblance to the actual workplace.
>
> **Peter Olah**
> Hotels, Motels and Accommodation Association

All of these requirements are clearly articulated in the training package.

For the industry, but also for the individual, industry wants work ready graduates, but consistent quality training and assessment that reflects workplace standards is also about individuals.

> Tom comes looking for a job in our restaurant. He has a qualification that says he is ready to work, and we think he'll fit nicely into our kitchen team. After one week it is clear to us that Tom actually doesn't have the skills he needs and we have to tell him this. Even though we may offer to keep training Tom, it's an incredibly demoralising and demotivating thing to hear. For every Tom that takes it on the chin and says 'yes I accept what you're saying, and I want to keep going' there are two more who become totally disillusioned, walk out the door and probably out of the industry. So in the end, everybody loses.
>
> **Mark Scanlan,** Garfish Restaurants

Integrated delivery and assessment

The tourism, hospitality and events industries support integrated delivery and assessment of units of competency as the key way of ensuring learners are prepared for the workplace:

- A travel consultant sells, makes reservations, provides destination advice and completed administrative tasks all at the same time.
- A waiter provides advice on food, serves drinks and interacts with customers simultaneously.
- In the lead up to an event, an event manager combines specialist skills in event staging and venue management with broader project management and financial skills.

Industry has an expectation that RTOs will cross the boundaries of individual units of competency to structure learning and assessment in ways that enable learners to practice skills as they actually occur in the workplace.

Holistic units: When only the workplace will do

In direct response to widespread concerns about the quality of training and assessment in hospitality and commercial cookery, the training package now includes specific units that demand integrated workplace demonstration in the mandatory unit requirements of particular qualifications. These units have stringent requirements about the evidence required for competency.

Direct, indirect and supplementary evidence showing preparation and service of multiple items for a minimum of 48 complete food service periods....

All RTOs delivering hospitality and commercial cookery qualifications from Certificate II upwards must adhere to the new holistic unit requirements.

Tools and resources

For all tools and resources, go to **www.serviceskills.com.au**

A recent Tourism Skills Survey showed that only 30% of tourism employers believed graduates from VET courses have the skills to meet employer needs.

Workforce Development Strategy
Attracting and Keeping Good People in the Tourism and Hospitality Industry

Selection and training of people suited to the job

Employers need to recruit staff suited to particular job roles and to the industry more broadly. RTOs and others in the training system have an obligation to enrol individuals in programs where they expect successful outcomes and have a real chance of employment. While 'pre-training' evaluation of what a person will achieve after training is unfair, good practice RTOs have always had tools to select appropriate students.

There is an industry expectation that the training system will:

- Provide appropriate counselling to prospective students, to guide them towards programs that maximise their chances of success.
- Have in place a range of customised selection tools and processes that reflect the needs of particular industry sectors.
- Provide an accurate picture of the industry and its working conditions to assist potential students make informed choices.

Industry believes effective selection processes will mean that RTOs are more likely to:

- Enrol students in a way that recognises the diversity of industry roles. For example, the written communication skills needed by a retail travel consultant are quite different to those required by a waiter.
- Enrol students with the general attributes and attitudes needed to work in tourism, hospitality or events. For example interpersonal communication skills for frontline service roles.
- Enrol students in the appropriate level of qualification, in particular acknowledging when students might not be ready to undertake 'higher-level' qualifications.
- Enrol students with the requisite life experience and / or maturity (not always related to age) to take on the particular role reflected in the qualification. For example a tour guide responsible for looking after large groups of people.
- Enrol students with the required level of language and literacy skills, not just to do the job, but also to undertake the required learning.

Tools and resources

For all tools and resources, go to **www.serviceskills.com.au**

A range of good practice selection tools, including industry produced tools.

Industry wants...

Registered training organisations with realistic programs and business models

Being realistic about what can be achieved

Achieving quality outcomes from any training depends on everyone making an honest and realistic assessment of what can be achieved in a given set of circumstances.

Some employers may not be able to provide the required range of experience for an individual undertaking an apprenticeship in Commercial Cookery, so arrangements need to be put in place to address this.

An RTO may not have access to the required resources for delivery of particular qualifications for example a fully-equipped kitchen, a supply of teachers with current and relevant experience, access to workplaces, or a coach to support tour guide training.

It may be impossible to achieve quality outcomes within certain business constraints. For example, attempting to achieve Diploma or Advanced Diploma outcomes in tourism, hospitality or events for full time students with little or no work experience is not appropriate.

Industry actively supports RTOs that develop innovative ways of addressing resource challenges. It also strongly believes that RTOs should only offer programs where they can successfully meet those challenges—both for the sake of individual students and for the industry more broadly.

Preferred delivery pathways

It is impossible to generalise about preferred delivery pathways across the diverse sectors of the tourism, hospitality and events industries. On-the-job training is not always possible or desirable, and for certain components of qualifications. In some sectors, virtually all training is in a pre-employment context. However:

- Across all sectors, industry has a clear expectation that learners in institutional programs are provided with access to workplace experience directly related to the skills contained in the qualification for which they are studying.
- Industry's strongly preferred delivery pathway for all qualifications in Kitchen Operations and Commercial Cookery is via a workplace-based apprenticeship.

> Restaurant and Catering Australia believes that the best employment outcomes for entry level occupations, are achieved from training that is a mix of on and off the job training, structured and administered through a contract of training

Restaurant and Catering Australia
Response to Skilling Australia for the Future, 2008

Funding models are not delivery models

Nominal hours of training are allocated to individual units of competency in purchasing, mapping or implementation guides developed by some state training authorities. Nominal hours are not consistent across states and territories, and in the case of the holistic units in hospitality, some are funded and some are not, again with varying state and territory approaches.

Industry has some particular views about nominal hours and their interpretation. While acknowledging the implications of nominal hours for RTOs, the focus for employers is wholly on the outcomes of training. Industry takes the view that competency cannot be achieved without a holistic integrated approach to learning and assessment, sufficient practice and workplace application— well outside the strictures of nominal hours.

Industry will encourage and pro-actively support RTOs who find innovative ways to stretch the boundaries of what might be achieved to enhance training outcomes within the limitations of the nominal hours system.

Supporting school students to achieve vocational skills

In some industries, Certificate I and Certificate II qualifications are regarded as 'pathway' qualifications or as preparatory study— and all stakeholders accept that those qualifications do not reflect particular job outcomes.

In the hospitality industry in particular, a Certificate II qualification is about real job outcomes in both back of house and frontline service roles— so employers expect students with these qualifications to be ready to work and to be competent in the required skills. The fact that the qualification has been achieved while still at school should not devalue what has been achieved.

Industry strongly encourages any school considering delivery of vocational qualifications to carefully assess its capacity to provide the outcomes industry needs.

Tools and resources

For all tools and resources, go to **www.serviceskills.com.au**

Industry wants...

Qualified trainers and assessors

Trainers and assessors with significant industry experience are vital to the achievement of quality training outcomes. This applies regardless of whether training takes place in schools, colleges or the workplace.

In particular, industry has clear expectations and requirements about the qualifications and experience of assessors.

Industry expects that auditors and others involved in the quality assurance of RTOs will respect and adhere to these requirements.

Tourism, hospitality and events industry requirements for assessors

In addition to holding the mandatory units of competency in assessment, and the relevant vocational competencies they are assessing, assessors (or at least one person in the assessment team) conducting assessment for qualifications at Certificate II and above must satisfy the following requirements:

1. A minimum of three years relevant industry experience in the field in which they are assessing. Relevant industry-based supervisory and/or management experience would also be of benefit.
2. Comprehensive current knowledge of the industry, current industry practices and the job role against which performance is being assessed. This current knowledge may be developed and demonstrated through:
   - Participation in relevant industry professional development activities.
   - Conduct of relevant industry projects and research activities.
   - Recent and relevant work experience in a commercial environment.
   - Involvement in professional industry networks and memberships.
   - Participation in assessment and/or training activities conducted in the workplace.

Certificates III and IV in Commercial Cookery

Assessors who assess competency standards as part of a Certificate III or IV qualification must hold a commercial cookery qualification as well as having a minimum of three years post-qualification work experience in a fully equipped, commercial kitchen.

Tools and resources

For all tools and resources, go to **www.serviceskills.com.au**

Industry wants...

Robust assessment of skills and knowledge

Specific training package requirements

Industry's requirements for quality assessment are now much more clearly articulated in the training package— both in individual units of competency and in the Assessment Guidelines. RTOs must adhere to these requirements. Below is a summary of key points that reflect industry's priorities.

Tourism

- Individual units are quite specific about what is required for assessment. For example: for a tour guide, evidence of being able to conduct a range of full and half-day tours which are popular and available in the location.
- The Assessment Guidelines provide guidelines about different industry environments and contexts, in particular a tourism office and a touring environment.

Hospitality

- Holistic units of competency that support the integration of skills now must be achieved as part of many hospitality qualifications. These units clearly reflect overwhelming industry demand for learner to gain significant workplace experience prior to qualifications being awarded.
- Individual units are quite specific about what is required for assessment.
- There are clear definitions and specifications in the Assessment Guidelines for:
  - an operational commercial kitchen
  - an operational restaurant or dining area
  - an accommodation environment
  - an accommodation front office environment

Events

- Individual units are quite specific about what is required for assessment.
- Candidates achieving competency in events units must be assessed in the context of planning for an operating real events and events of sufficient scope to allow for demonstration of a fully developed range of skills. Commercial, community or business relevance must be a feature of events used for assessment purposes. Small personal events are not appropriate as a means of assessing skills.
- Complex events comprising multiple components must be planned and managed to achieve competency at a co-ordination and management level. There is a clear definition of what constitutes a complex event comprising multiple components.

Job roles over ticks, flicks and atoms

Industry believes that quality assessment relies on qualified assessors making professional judgements about the ability of an individual to undertake a job role.

From an industry perspective, this approach is much more effective than assessment processes which place too much focus on checklists and specified quantities of evidence for individual elements or performance criteria.

Knowledge and skills

'Old-style' chalk and talk training with a focus on written tests to assess knowledge does not meet industry requirements for competent work ready graduates.

Assessment that focuses only on what you can see a person do is also not appropriate. For example: assessment checklists that only include elements and performance criteria do not support effective assessment.

A key component of competency is knowledge—understanding why it is important to wash your hands, or the reason there is a need to record changes to bookings is not optional. All knowledge and skills in a unit must be assessed.

Units of competency provide clear guidance on the scope and depth of skills and knowledge required to achieve competency, for example:

- How much detail about legislation does a frontline employee need?
- What sorts of problems should they be able to solve without help?
- How these must be integrated to reflect the reality of the workplace?

Simulations as part of assessment

Simulated activities may form part of both formative and summative assessment.

The training package does not use the word simulation, as the key industry focus is on what is required, rather than how those requirements are met. Clearly, the way in which RTOs meet the requirements will vary. For example: some RTOs will have well-established busy restaurants that meet training package criteria and which can be used extensively as part of the assessment process. Others will need to provide students with access to facilities outside of the college.

Tools and resources

For all tools and resources, go to **www.serviceskills.com.au**

Industry wants...

Contextualised training and assessment practice

The tourism, hospitality and events industries are extremely diverse. Markets, service styles, business models and modes of operation are manifold. The training package reflects this diversity:

- Units of competency are written to allow for application in a range of contexts. For example: the tourism sales and office operations units are written broadly enough to apply to sectors as diverse as retail travel, tour wholesaling, inbound tour operation, events and visitor information services. In hospitality, units describe skills that may be applied in a wide range of restaurant environments or accommodation establishments.
- Qualifications provide sufficient choice in the range of elective units so that they can be tailored for particular outcomes.

This diversity and flexibility brings with it the need for clever and responsible RTOs, who are able to interpret and adapt the training package to meet particular individual and industry needs.

Pre-vocational institutional training

Institutional training prior to employment is the most common model of training across many sectors of tourism, hospitality and events. This is true at every level of qualification with large numbers of full time students even at Diploma and Advanced Diploma level. It is not the industry-preferred model, particularly in commercial cookery, or for other hospitality outcomes where traineeships and apprenticeships are preferred and strongly supported.

The overarching industry view remains - ***Across all sectors, industry has a clear expectation that learners in institutional programs are provided with access to workplace experience directly related to the skills contained in the qualification for which they are studying***

In terms of contextualised training and assessment, industry believes that:

With a predominantly pre-employment student cohort, the RTO has an obligation to carefully consider how learning and assessment activities should be contextualised to provide the best possible outcomes for learners.

A key question to be answered is the extent to which delivery and assessment might cover a range of contexts, or be highly tailored to a particular outcome. Note, for example the potential to provide learners with transferable skills:

- By looking at the reservations process or marketing and distribution chain from the perspective of a retail, wholesale on inbound consultant.
- Setting tables in different styles and for different levels of formality.
- Considering the selling processes described in the unit *Sell tourism products and services* from different perspectives.

When an RTO selects a qualification with a particular vocational outcome, for example, a *Certificate III in Tour Wholesaling*, delivery and assessment must still support that vocational outcome. As the traditional focus of training in the tourism sectors has been in retail travel, there has been a tendency to deliver in a retail only context even when awarding other qualifications. This is not appropriate.

Tailoring qualifications to local industry needs

Every tourism, hospitality and events qualification provides examples of how the qualification might be tailored to different needs through the selection of different elective units. Industry encourages RTOs to use and adapt the examples to local circumstances.

Tools and resources

For all tools and resources, go to **www.serviceskills.com.au**

Additional advice for SIT07 Tourism, Hospitality and Events Training Package users

Providing language, literacy and numeracy support

Refer to the Qualifications Framework of the SIT07 Tourism, Hospitality and Event Training Package for advice on the level of language, literacy and numeracy required to successfully complete each qualification level.

Tools

Select from the following useful links for further information and strategies regarding providing literacy and numeracy support to learners.

Taking the Lead

www.takingthelead.com.au

The one stop shop for information and advice on developing language, literacy and numeracy skills in the service industries.

The Australian Core Skills Framework (ACSF)

www.acsf.deewr.gov.au

The Australian Core Skills Framework (ACSF) is based on the National Reporting System (NRS), a mechanism for reporting outcomes of adult English language, literacy and numeracy provision. It is primarily a tool for specialist practitioners, however, a summary has been developed to assist non-specialists to understand the essentials of performance in the core skills of learning, reading, writing, oral communication and numeracy in different contexts.

Literacy net

www.literacynet.deewr.gov.au

Literacy net provides a diverse range of links to other sites for supporting literacy and learning needs. Links are included to sites relating to Indigenous training, adult literacy, young people's needs, supporting people with a disability Adult Education Resource and Information Service (ARIS).

Service Skills Australia invites all its RTOs and other stakeholders to submit examples of good practice for inclusion in its bank of shared website resources.

Notes

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